



**Pine Bluff School District
School Support Plan**

School: Pine Bluff High School

Principal: Dr. Michael Nellums

Team Members: Dr. Michael Nellums
Dexter Lee
Claudette White
Arnold Robertson
Vernita Lee
Cheryl Caldwell-Brown
Cameron Pierre
Reginald Wilson
Monica Bones
Larissa Davis
Ryan Acker-Lewis
Alisa Smith
Tanisha Penn
Kieona Culclager
Morgan Wilson
Dorothy Armstrong
Shaunta Calhoun

Academic Year: 2018 -2019



<p>Step 1: School or District Problem of Practice: Area for Growth</p> <p>A Problem of Practice includes an area of concern supported by multiple data sources and a review of current practices that may contribute to the area of concern. Data sources may include, but are not limited to, an administrator's self-evaluation, performance evaluations, surveys, and relevant school/district data. Identify an Area for Growth to address your school or district concern.</p>	<p>Data source(s):</p> <p>ACT Aspire Summative Data STAR Assessment Data Common Assessment Data ACT Aspire Interim Assessment Data Coaching Feedback and Next Steps TESS Informal Observations EdReflect Insights Attendance Data Discipline Data Curriculum Guides PLC Agenda and Minutes Lesson Plans State-Generated Surveys Student Transcripts</p>	<p>Identified Problem(s) of Practice:</p> <ul style="list-style-type: none"> ● Pedagogical inconsistencies ● Ineffective instructional practices ● Failure to offer pertinent professional development to address areas of need ● Failure to implement best-practices with fidelity ● Absence of classroom management ● Inconsistent communication ● Limited opportunities for parental involvement and input ● Fragmented Response to Interventions (RTI)
<p>Root Causes:</p> <ul style="list-style-type: none"> ● Limited knowledge of content standards ● Lack of student-centered, data –driven curricula ● High volume of novice and Act 1240 Waiver teachers who are not receiving adequate, comprehensive pedagogical support from the district-level 		



- Absenteeism (Teacher and Student)
- Poor teacher morale
- School safety
- Community perception
- Low expectations
- Student testing integrity issues
- Absence of notification and protocol systems for Special Education students
- Limited data and assessment literacy for pertinent stakeholders
- Sporadic and inadequate technology access and infrastructure
- Lack of materials and supplies for school operations

Goal 1:

The Goal is stated in specific and measurable terms.

By April 2019, PBHS Grades 9-10 Math students will demonstrate measurable growth in mathematics by increasing student proficiency (Ready and Exceeding) by 10% on the ACT-Aspire EHS Summative Assessment.



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<p>Goal 2: <i>The Goal is stated in specific and measurable terms.</i></p>	<p><i>By April 2019, PBHS Grades 9-10 English Language Arts students will demonstrate measurable growth in English and Reading by increasing student proficiency (Ready and Exceeding) by 10% on the ACT-Aspire EHS Summative Assessment.</i></p>		
<p>Goal 3: <i>The Goal is stated in specific and measurable terms.</i></p>	<p><i>Each nine-week period, the Pine Bluff High School leadership team will analyze and evaluate school attendance data (teacher and student) to enact strategies to increase overall school attendance by 5% by the end of the 2018-2019 school year.</i></p>		
<p>Step 2: Plan of Action – (PLAN) List your action steps that are necessary to ensure the accomplishments of the schools goals</p>	<p>Action Steps</p>	<p>Timeframe</p>	<p>Person(s) Responsible</p>
	<p>Goal 1: <i>By April 2019, PBHS Grades 9-10 Math students will demonstrate measurable growth in mathematics by increasing student proficiency (Ready and Exceeding) by 10% on the ACT-Aspire EHS Summative Assessment.</i></p>	<p>August 13, 2018 - April 2019</p>	<p>Dr. Michael Nellums Dexter Lee Claudette White Vernita Lee Cheryl Caldwell Ryan Acker-Lewis</p>



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	<p>Actions Steps:</p> <ol style="list-style-type: none">1. Implement Instructional Delivery Methods2. Unpacking standards and teaching to the demands of standards3. Establish and support an Instructional Delivery Framework4. Strengthen Professional Learning Communities5. Response to Intervention (RTI)6. Analyze relative data frequency to inform instruction.7. Provide timely coaching and observing feedback.8. Administer periodic common assessments to gauge grade level performance and teacher effectiveness.9. Embed HMH Math Solutions strategies to build conceptual understanding in mathematics.10. Model effective instructional strategies to build capacity11. Engage in collaborative lesson planning to increase the quality of instruction and rigor.12. Implement hands-on math activities13. Increase the use of technology to supplement and personalize instruction.		Dorothy Armstrong Math Department
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	<p>Goal #2: <i>By April 2019, PBHS Grades 9-10 English Language Arts students will demonstrate measurable growth in English and Reading by increasing student proficiency (Ready and Exceeding) by 10% on the ACT-Aspire EHS Summative Assessment.</i></p> <p>Actions Steps:</p> <ol style="list-style-type: none"> 1. Implement Instructional Delivery Methods 2. Unpacking standards and teaching to the demands of standards 3. Establish and support an Instructional Delivery Framework 4. Strengthen Professional Learning Communities 5. Response to Intervention (RTI) 6. Analyze relative data frequency to inform instruction. 7. Provide timely coaching and observing feedback. 8. Administer periodic common assessments to gauge grade level performance and teacher effectiveness. 9. Model effective instructional strategies to build capacity 10. Implement classroom management structure to foster a culture of learning. 11. Engage in collaborative lesson planning to 	<p>August 13, 2018 - April 2019</p>	<p>Dr. Michael Nellums Dexter Lee Vernita Lee Claudette White Cameron Pierre Tanisha Penn Dorothy Armstrong ELA Department</p>
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	<p>increase the quality of instruction and rigor. 12. Utilize various print and digital resources to differentiate the instructional modes.</p>		
	<p>Goal #3: <i>Each nine-week period, the Pine Bluff High School leadership team will analyze and evaluate school attendance data (teacher and student) to enact strategies to increase overall school attendance by 5% by the end of the 2018-2019 school year.</i></p> <p>Actions Steps:</p> <ol style="list-style-type: none"> 1. Disaggregate teacher and student attendance every quarter. 2. Evaluate system structures that provide for effective tracking of attendance data. 3. Require teachers to record accurate attendance daily in e-School. 4. Implementing Response to Intervention for students who are habitually absent and/or tardy. 5. Enact Family In Need of Services (FINS) measures to engage parents in solutions to student absenteeism. 6. Employ tracking strategies to intervene when students and teachers acquire five (5) whole day absences. 7. Utilize student contracts with students and families to foster support for school attendance. 	<p>Continuously Quarterly</p>	<p>Dr. Michael Nellums Dexter Lee Claudette White Arnold Robertson Vernita Lee Cheryl Caldwell-Brown Cameron Pierre Reginald Wilson Monica Bones Larissa Davis Ryan Acker-Lewis Alisa Smith Tanisha Penn Kieona Culclager Morgan Wilson Dorothy Armstrong Shaunta Calhoun</p>



	8. Provide teacher and student incentives for obtaining school-wide attendance goals.		
Step 3: Implementation and Monitoring (DO) Establish your Theory of Action toward reaching the School	Theory of Action		
	Leadership Implementation Strategies	Results Indicators	Sources of Data to Monitor
	If I . . . If the Pine Bluff High School Leadership Team diligently employs the actions and monitors the related data sources . . .	Then I expect to see staff . . . Demonstrate growth in pedagogical capacity, take ownership of student learning, and foster regular attendance to realize outcomes that impact our school-wide goals.	Staff Data Source <ul style="list-style-type: none"> ● ACT Aspire Summative Data ● STAR Assessment Data ● Common Assessment Data ● ACT Aspire Interim Assessment Data ● Coaching Feedback and Next Steps ● TESS Informal Observations ● EdReflect Insights ● Attendance Data ● Discipline Data ● Curriculum Guides ● PLC Agenda and Minutes ● Lesson Plans ● State-Generated Surveys ● Student Transcripts



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		Then I expect to see students . . . Increasing learning and performance in English Language Arts and math and attending school on a regular basis to foster student achievement.	Student Data Source <ul style="list-style-type: none"> ● ACT Aspire Summative Data ● STAR Assessment Data ● Common Assessment Data ● ACT Aspire Interim Assessment Data ● Attendance Data ● Discipline Data ● Student Transcripts
Step 4: Plan Do Check – (CHECK) Analyze the progress that you are making toward the accomplishment of the School's Goals (modifications to should be made based on aforementioned data sources)	Beginning and Middle of the year review	Progress made	Data source(s)
	End-of-year review	Progress made	Data source(s)



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Principal's Signature: _____ **Date:** _____

Superintendent /Designee Signature: _____ **Date:** _____

Revisions and Updates:

Date: _____

Date: _____

Date: _____